

## Level 1: Recall & Reproduction

Curricular elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content at this level usually involves working with facts, terms, details, calculations, principles, and/or properties. It may also involve use of simple procedures or formulas. There is little or no transformation of the target knowledge or skill required by the tasks that fall into this category. A student answering a Level I item either knows the answer or does not; that is, the answer does not need to be figured out or "solved."

Verbs	Teacher Role	Student Role
Locate, calculate, define, identify, list, label, match, measure, copy, memorize, repeat, report, recall, recite, recognize, state, tell, tabulate, use rules, answer who, what, when, where, why, how	Questions to direct or focus attention, shows, tells, demonstrates, provides examples, examines, leads, breaks down, defines	Recognizes, responds, remembers, memorizes, restates, absorbs, describes, demonstrates, follows directions, applies routine processes, definitions, and procedures

## Possible Products

- Fill-in-the-blank tasks
- Recite-math facts, poems, etc.
- Plot/locate points on a graph
- Edit sentences
- Identify/write sentence types
- Highlight key words
- Bookmark websites
- Use key word search
- Use dictionary, thesaurus
- Follow steps/directions (e.g., recipe, long division, make model)
- Explain, demonstrate
- Show & Tell
- Locate or recall quotes
- Document /cite sources
- Brainstorm related ideas
- Represent math relationships in words, pictures, or symbols
- Write complete sentences
- Identify parts of speech
- Label or locate parts in diagram
- List related parts or kinds (e.g., triangles)
- Vocabulary definitions-look up, recall, use in sentences
- Calculate, compute
- Measure, record data
- Reproduce map or diagram
- Use map key to locate information
- Oral reading fluency
- Decoding words
- Use formulas
- Evaluate expressions

## Potential Activities

- Use step-by-step directions to make a model, plant seeds, bake a cake, etc.
- Describe an event, character, setting, etc. in a story
- Write a list of key words you know about...
- Recite/recall a fact or date related to ...
- Write/retell in your own words ...
- Cut out, draw, or match a picture that illustrates an event, process, or story
- Report or present findings to the class
- Memorize lines for a play
- Skim for facts/details/dates about an event
- Retell in your own words/paraphrase
- Locate information found in a map, chart, tables, graph, diagram, caption
- Use a dictionary, glossary, or thesaurus to find word meanings
- Make conversions between metric and customary units
- Recall, restate, remember, or recognize facts, terms, properties heard, viewed, or read
- Complete basic /routine calculation tasks (e.g., addition, subtraction, division, etc.)
- Locate or retrieve information in verbatim form to answer a question
- Recognize or identify features, objects, or steps that don't vary greatly in form (e.g., recognizing features of basic tools or shapes, properties of materials or objects)
- Edit applying a standard set of conventions and/or criteria that should eventually be automated (e.g., applying rules for punctuation, grammar, spelling)
- Complete measurement tasks (e.g., use a ruler to measure length; thermometer or temperature probe to measure temperature)
- Memorize and recognize formulas and algorithms
- Use a formula where at least one of the unknowns are provided (e. g., area formula,  $y=mx + b$ )

## ELA, History & Social Studies Alignment to Bloom's Taxonomy (source: Hess ELA-SS CRM)

Revised Bloom's Taxonomy	Webb's DOK Level 1   Recall & Reproduction
<p><b>REMEMBER</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify</p>	<ul style="list-style-type: none"> <li>▪ Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts</li> <li>▪ Read words orally in connected text with fluency &amp; accuracy</li> </ul>
<p><b>UNDERSTAND</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models</p>	<ul style="list-style-type: none"> <li>▪ Identify or describe literary elements (e.g., characters, setting, problem-solution, conflict, etc.)</li> <li>▪ Select appropriate words when intended meaning/definition is clearly evident</li> <li>▪ Describe/explain who, what where, when, or how</li> <li>▪ Define/describe facts, details, terms, principles</li> <li>▪ Write simple sentences</li> </ul>
<p><b>APPLY</b> Carry out or use a procedure in a given situation, carry out (apply) to a familiar task, or use (apply) to an unfamiliar task</p>	<ul style="list-style-type: none"> <li>▪ Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>▪ Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>▪ Apply basic formats for documenting sources</li> </ul>
<p><b>ANALYZE</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g. for bias or point of view)</p>	<ul style="list-style-type: none"> <li>▪ Identify whether specific information is contained in graphic representations (e.g. map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>▪ Decide which text structure is appropriate to audience and purpose</li> </ul>
<p><b>EVALUATE</b> Make judgments based on criteria, check, detect, inconsistencies, or fallacies, judge, critique</p>	<p style="text-align: center;">Not Applicable</p>
<p><b>CREATE</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce</p>	<ul style="list-style-type: none"> <li>▪ Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept</li> </ul>

## Math & Science Alignment to Bloom's Taxonomy (source: Hess Math-Science CRM)

Revised Bloom's Taxonomy	Webb's DOK Level 1   Recall & Reproduction
<p><b>REMEMBER</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify</p>	<ul style="list-style-type: none"> <li>▪ Recall, observe &amp; recognize facts, principles, properties</li> <li>▪ Recall/identify conversions among representations or numbers (e.g., customary and metric measures)</li> </ul>
<p><b>UNDERSTAND</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models</p>	<ul style="list-style-type: none"> <li>▪ Evaluate an expression</li> <li>▪ Locate points on a grid or number on a number line</li> <li>▪ Solve a one-step problem</li> <li>▪ Represent math relationships in words, pictures, or symbols</li> <li>▪ Read, write, compare decimals in scientific notation</li> </ul>
<p><b>APPLY</b> Carry out or use a procedure in a given situation, carry out (apply to a familiar task), or use (apply) to an unfamiliar task</p>	<ul style="list-style-type: none"> <li>▪ Follow simple procedures (e.g., recipe-type directions)</li> <li>▪ Calculate, measure, apply a rule (e.g., rounding)</li> <li>▪ Apply algorithm or formula (e.g., area, perimeter)</li> <li>▪ Solve linear equations</li> <li>▪ Make conversions among representations or numbers, or within and between customary and metric measures</li> </ul>
<p><b>ANALYZE</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct</p>	<ul style="list-style-type: none"> <li>▪ Retrieve information from a table or graph to answer a question</li> <li>▪ Identify whether specific information is contained in graphic representations (e.g. table graph, T-chart, diagram)</li> <li>▪ Identify a pattern/trend</li> </ul>
<p><b>EVALUATE</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique</p>	<p>Not Applicable</p>
<p><b>CREATE</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce</p>	<ul style="list-style-type: none"> <li>▪ Brainstorm ideas, concepts, or terms related to a topic</li> </ul>